Pre-Service Teachers Difficulties in Solving PISA Reading Questions in the Context of Functional Reading Literacy at English Education Program FKIP Sriwijaya University

A THESIS

By

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English Education Study Program

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Pre-Service Teachers Difficulties in Solving PISA Reading Questions in the Context of Functional Reading Literacy at English Education Program FKIP Sriwijaya University." is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve the face court if I am found to have plagiarized this work.

Palembang, 27 Juli 2021

The Undersigned,

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DEDICATION AND MOTTO

This thesis is dedicated to:

My Beloved Mother and My Beloved Father

MOTTO:

"Support yourself, motivate yourself, speak highly of yourself, pray for yourself"
-Self

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Alhamdulillahirobbil'alamin, all praise is due to Allah SWT who has given His mercy and blessing, so that I can complete the thesis entitled "Pre-Service Teachers Difficulties in Solving PISA Reading Questions in the context of Functional Reading Literacy at English Education Program FKIP Sriwijaya University" at its best. I also send sholawat and greetings to the prophet Muhammad SAW, along with his family, relatives, to his followers until the end of time.

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Palembang, 23rd July 2021

The Researcher,

Adelia Novrita Husdayanti

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Pre-Service Teachers Difficulties in Solving PISA Reading Questions in the Context of Functional Reading Literacy at English Education Program FKIP Sriwijaya University

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ABSTRACT

Program for International Student Assessment (PISA) is an education system in an international perspective with a focus on the results of science assessments, Mathematics, and Reading Literacy. This study aims to determine the difficulties in completing the PISA Reading Question in the context of functional reading literacy level 3 and level 4. This study uses a descriptive research method of data analysis techniques based on 3 ability criteria, namely Access and Retrieve, Integrate and Interpret, and Evaluation and Reflection. The subjects involved in this study were 6th semester students from Palembang class at English education study program. The instruments of this study were Reading Tests and Interviews. The result of this study showed that the difficulties faced by pre-service teachers in solving PISA questions in the context of functional reading literacy at level 3 and level 4 include a) evaluate the content and criteria requested by the question, b) understanding and solving the problem of questions, c) finding the answers by integrate the information from the text with the information from outside the text, d) evaluate and express reasons with the available information as evidence to conclude the answer appropriately.

Keywords: Pre-Service Teacher, Functional Reading Literacy, Reading Literacy Proficiency, PISA

CHAPTER I
INTRODUCTION

1.1. Background of the study

The Programme for International Student Assessment (PISA) is an international assessment is a conducted quarterly, to test the academic performance of 15-year-old students and organized by the Organization for Economic Co-operation and Development (OECD). The PISA assessment examines students' ability to use cognitive skills in the major subject areas of Reading Literacy, Mathematical Literacy and Science Literacy. For the PISA assessment cycle, this occurs every three years with a strategic plan in effect until 2015 and each of these cycles looks in depth at the main domain (OECD, 2008).

PISA 2018 assesses the science, reading, and math literacy of students in approximately 80 countries and education systems. Reading is the main subject of data collection for 2018, as in 2009. PISA 2018 also includes an optional assessment of financial literacy conducted by the United States. Data from the 2018 core assessments for reading, math, science literacy and financial literacy is now available.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 104 of 2014 about the Assessment of Learning Outcomes by Educators in Primary and Secondary Education states that the goal of the Educator Learning Outcomes Assessment on thinking skills is the ability to remember, understand, apply, analyze, evaluate, and create

(Ministry of Education and Culture, 2014). Each of these abilities is also found in the divided PISA questions in 6 levels, namely the ability to remember at level 1, the ability to understand level 2, the ability applies level 3, ability to analyze level 4, ability to evaluate level 5, and ability to create at level 6. Therefore, students in Indonesia are expected to have each thinking ability to be able to solve questions that demand students use each of these abilities, one of them is PISA questions.

Figure 1. Snapshot of performance in reading, mathematics, and science Note: Only countries and economies with available data are shown.

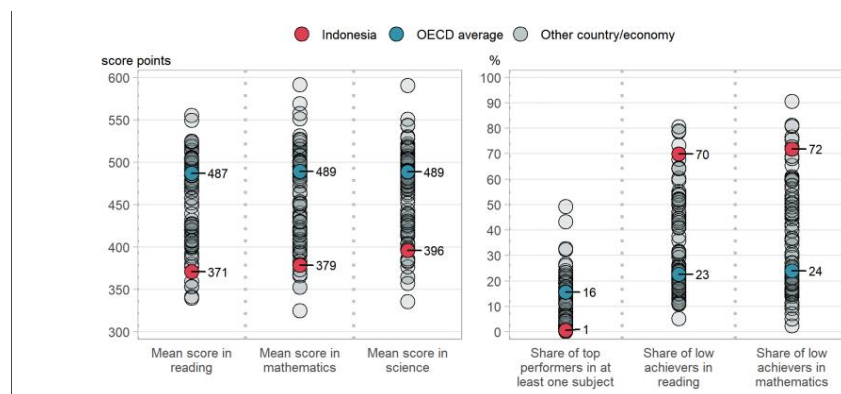*Figure 1. Snapshot of performance in reading, mathematics, and science*

Source: OECD, PISA 2018 Database, Tables I.1 and I.10.1.

From the figure, Students in Indonesia scored lower than the OECD average in reading, mathematics, and science. Compared to the OECD average, a smaller proportion of students in Indonesia performed at the highest levels of proficiency (Level 5 or 6) in at least one subject; at the

same time a smaller proportion of students achieved a minimum level of proficiency (Level 2 or higher) in at least one subject.

The reading literacy performance of Indonesian students is also low based on the survey results conducted by the Programme for International Student Assessment (PISA). This survey was conducted every three years and has been conducted since 2000. This survey assesses reading literacy at national language, math, and science students from 15 years of age OECD member countries and more than 30 non-member partner countries. The result of five times survey shows that Indonesia's average score is below the OECD average score. PISA results 2009, 2012, and 2015 show that Indonesia's average score is 402, 396, and 397 each (OECD 2010a; OECD 2014; OECD 2016). This has positioned Indonesia in ranked 57th and 60th out of 65 countries assessed in 2009 and 2012, and 66th out of 72 countries assessed in 2015. As previously stated, the PISA Reading Literacy Test is in the national language participating countries and in Indonesian for Indonesia. That means not measuring English reading ability of students in English. This study measures students' English reading performance using the 2009 PISA test item in English. Therefore, it can provide information about tenth graders' reading performance in English. The 2009 PISA Reading Literacy Test was chosen because the test booklets can be accessed on the internet. In addition, the 2009 PISA Literacy Test was also assessed Mathematics and Science student performance, which places major emphasis on Reading.

PISA is very important because it is a reference for curriculum development in Indonesia. From the results of the PISA in 2015 where Indonesia was ranked 63 out of 70 countries with a score of 386. This indeed shows an increase because in the results of the 2012 PISA study Indonesia was ranked 64 out of 65 countries with a score of 375, but Indonesia remained in the final sequence. The same problem occurred in the results of the 2015 PISA survey where Indonesian students were weak at PISA questions level 4, 5, and 6. With a percentage of level 4 achievement which was 2.7% of the average PISA participant ranking of 18.6%. At level 5 received 0.6% of the average PISA participant rating of 8.4%. At level 6 it gets 0.1% of the average PISA participant which is 2.3%.

Edo (2013) states that Indonesian students during the 4 periods of PISA, namely from 2000 to 2009 were only able to answer PISA questions level 1, 2, and 3, and few students were able to completing level 4 questions. The study of the 2009 PISA results was also clarified by the Ministry of Education and Culture (2013), namely that almost all students in Indonesia only mastered lessons up to level 3, while many other countries had up to level 4, 5, even 6. Likewise, with the findings of the 2012 PISA. And Indonesian learners even witnessed the same thing in 2015. Just a few students can focus on levels 4, 5, and 6 of the PISA questions. However, not yet it is known for certain the cause of the student's difficulty.

One way to overcome the problem of lack of investigation is that the reading level of students is seen from the aspect of reading competence

measured through PISA reading literacy questions which are characterized by a focus on higher order thinking skills for college students (17-20 years). In PISA reading questions, the reading competency aspects are categorized into three types, which include: Retrieving Information, developing interpretations, evaluating texts, and demonstrating a complete and detailed understanding of one or more texts. In the World Economic Forum (2015) 6 literacy skills that must be owned by students in the 21st century including literacy, numeracy, science, digital, finance, as well as culture and citizenship.

Therefore, the assumption leads the researcher to see whether one of the competencies above, namely literacy in literacy, is owned by students by asking questions related to PISA Reading Literacy questions that should be addressed to high school students (age 15) where each question has competency criteria that are corresponding. With the determined level aims to see the ability of students to deepen their competence so that they can improve their abilities at a high level, such as solving moderate to high level PISA questions, namely level 3 and level 4 and by understanding the difficulties that are often faced in solving level problems. medium to high. As college students, they are expected to have the ability to answer these questions with high thinking patterns in accordance with the expected competencies.

OECD (2017) The difficulty of reading literacy tasks on PISA questions depends on the interaction between several variables, including

(1) In accessing and taking on assignments, complexity is determined by the amount of data the reader wants to receive with the quantity of inference needed, with the quantity and importance of competing data and by its length (for example the number of terms, phrases, paragraphs) and the complexity of the text; (2) In integrating and interpreting tasks, difficulty is influenced by the type of interpretation required (for example, making comparisons easier than finding contrasts, and understanding certain causal relationships is easier than inferring implicit causal relationships); by the number of pieces of information to be considered; with the degree and competitive advantage of information in text; and based on text properties; (3) In tasks related to continuous text, text length, accuracy and clarity are affected by complexity. The layout, how specific the sections are in relation to the general theme, and whether text characteristics are available, such as paragraphs or names, and dialogue markers, such as word ordering. and the last (4) In tasks related to texts that are not continuous. difficulty is influenced by the amount of information in the text; list structure (simple lists are easier to negotiate than more complex lists); whether the components are explicitly sorted and arranged, for example, with a special label or format; and whether the required information is in the body of the text or in a separate section, such as footnotes.

Some factors that cause low PISA scores in Indonesia are evaluation systems in schools that still use low level questions, so students are not accustomed to solving high level problems. In addition, PISA questions use

situations / phenomena that students can find in their daily lives, but at school students are less accustomed to using contextual questions in everyday life that are designed and have characteristics and frameworks about PISA questions. Though this has become one of the basic thoughts of developing the 2013 curriculum.

This study uses data from students of English education as pre-service teachers in the age range of 17-20 years to predict understanding in solving PISA Reading Literacy questions in Indonesian which should be intended for adolescents aged 15 years (teenagers). This happened because of the rules from the OECD that PISA reading questions are accepted in English and must be translated into the National Language of each country. Thus, PISA questions that should use English, are translated into Indonesian, and are used by English education students, because this study aims to see the ability of students to understand PISA Reading Literacy questions based on indicators of achievement at each level of the question, not to see the competence of the language used even though the research target is English education students.

From the description above, the writer becomes curious and interested in conducting research in this field. The writer wants to know Pre-Service Teachers Difficulties in Solving PISA Reading Questions in the Context of Functional Reading Literacy by Pre-Service Teachers (6th semester students) at English Education Program FKIP Sriwijaya University.

1.2. Problems of the Study

Based on the background of the study, the problem of the study formulated as follows:

1.2.1. What are the difficulties faced by Pre-Service English Teachers in solving PISA Reading questions based on Functional Reading Literacy?

1.2.2. How are the Pre-Service English Teacher's Proficiency in Solving PISA Reading Literacy questions at Level 3 and Level 4?

1.3. Objectives of the Study

Based on the problems statement above, the purposes of the study are as follows:

1.3.1. To describe The Difficulties faced by Pre-Service English Teachers in solving PISA Reading questions based on Functional Reading Literacy.

1.3.2. To know The Proficiency of Pre-Service Teachers in solving the PISA Reading question at level 3 and level 4.

1.4. Significance of the study

The significances of this study are presented below:

1.4.1. The result of this study is hopefully useful for the author herself, so that the authors can understand the difficulties faced by pre-service teachers in solving the PISA model questions at levels 3 and 4 in the context of functional reading literacy so that they can find the right solution to overcome them and can be applied in the future.

1.4.2. The results of this study are expected to be useful for prospective English teachers to understand this so that they can improve their communicative competence in the teaching process when they are already teachers.

1.4.3. The results of this study may have important meaning for people who are interested in learning about PISA and the matters related to it.

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